

Strategic Improvement Plan 2021-2024

Nareena Hills Public School 4500



School vision and context

School vision statement

Nareena Hills Public School community believe that every learning opportunity counts and that students should be empowered to become resilient, self-directed and successful learners. They should be challenged to learn and continually improve in a respectful, inclusive, engaging and high expectations environment. Our vision is improved performance for every student ,every teacher and every leader every year.

School context

Nareena Hills Public School is located in Figtree and has a student enrolment of 241. ' The school motto of 'Caring, Living and Learning' and our school values of respect, responsibility and resilience are intertwined in the culture and ethos of the Nareena Hills Public School community.

The staff at Nareena Hills Public School are dedicated professionals who are committed to improving their own professional practice by collaborating with others to plan, implement and evaluate teaching and learning practice with a focus on student and whole school improvement. A rigorous situational analysis was completed in 2020 and evidence was gathered from students, staff and parents and informs the development of the 2021-2024 Strategic Improvement Plan.

The situational analysis identified many areas of strength within the school and our school vision is to collaboratively empower all students to become confident, resilient, self-directed and successful learners by focusing on both high impact learning and wellbeing practices. It is clear that there is a positive school culture and that staff have an open mindset and demonstrate a commitment to improving their professional practice to meet the needs of all students.

The school community believe effective communication is of central importance and that every student should be challenged to learn and continually improve in a respectful, inclusive and engaging environment.

Continual monitoring of student performance and wellbeing data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

The 2021-2024 School Improvement Plan will be underpinned by the work of Lyn Sharrat, Helen Timperley, John Hattie, other key researchers, The School Excellence Framework and the What Works Best 2020 Update.

Strategic Direction 1: Student growth and attainment

Purpose

Every student, every teacher every leader improves every year through a cycle of continuous professional learning which focuses on identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence-based teaching strategies. Student assessment data, will be used to identify student achievements, reflect on teaching effectiveness and to inform next the next cycle of targeted teaching. Students will be self-directed, reflective and active learners.

Improvement measures

Target year: 2022

An uplift of 14.4 % is evident in students in the top two bands in numeracy to be at the school's lower bound system negotiated target.

Target year: 2022

An uplift of 9.4% is evident in students in the top two bands in reading to be at the school's lower bound system negotiated target.

Target year: 2023

An uplift of 18.89% is evident in students achieving expected growth in numeracy to be at the school's lower bound system negotiated target.

Target year: 2023

An uplift of 6.3% of students achieving expected growth in reading to be at the school's lower bound system negotiated target.

Target year: 2024

Increase percentage of students in the top two bands in numeracy to be between the school's lower bound and upper bound system negotiated target.

Target year: 2024

Initiatives

A Culture of Data

Data is used to plan for and monitor teaching and learning. This will be achieved by:

- Professional learning that supports teachers to develop and apply a variety of assessment methods, to monitor , plan and report on student learning Formative assessment is integrated into teaching practice to inform next steps.
- Providing structures and processes that support student and teacher growth including collaborative inquiry time, partnership with knowledgeable others and development of monitoring and tracking systems. Assessments align to teaching and learning programs, instructional practices and shows evidence of student achievement.
- Effective use of a centralised system for collecting, analysing and reporting data on student and school performance.

Effective Classroom Practice

A whole school approach supports evidence-based teaching and learning practice optimising learning opportunities for both students and teachers. This will be achieved by:

- Providing structures and processes that support the design of systematically planned lessons as part of a coherent program that has been collaboratively designed. It will include teachers providing explicit, specific and timely feedback related to learning intentions and success criteria. Student feedback will also be elicited to inform next steps.
- Participation in high impact professional learning in literacy and numeracy, teachers understand and explicitly teach using evidence based strategies demonstrating success that can be measured by improved student progress and achievement data.
- Developing, embedding and documenting a school wide explicit teaching framework that provides a

Success criteria for this strategic direction

- Teachers are skilled at explicit teaching techniques and use a range of evidence-based teaching methods with success that can be measured by improved student progress and achievement data.
- Student progress and achievement data is used to evaluate student learning over time, identify problems of practice and to develop plans and strategies for teaching improvement.
- Assessment data is collected on a planned basis and used responsively as an integral part of classroom instruction and student feedback.
- There is evidence of the use of learning intentions and success criteria to support student's to be self-directed learners.

Evaluation plan for this strategic direction

The school will use the following evaluative processes to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. There will be regular review of data sources below to monitor progress towards improvement measures. The findings and analysis will inform implications for future work.

Data

- NAPLAN data
- SCOUT Value added data
- Internal and external assessment data
- Teaching and learning programs
- Student and teacher focus groups
- Collaborative Inquiry professional learning communities agenda and minutes.
- Lesson observations

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase percentage of students students in the top two bands in reading to be between the school's lower bound and upper bound system negotiated target.

Target year: 2024

Increase the percentage of students achieving expected growth in NAPLAN numeracy to be between the system-negotiated lower and upper bound target range .

Target year: 2024

Increase the percentage of students achieving expected growth in NAPLAN reading to be between the system-negotiated lower and upper bound target range.

Target year: 2024

SEF elements: Assessment, Effective Classroom Practice, Student Performance Measures and Data skills and Use show evidence of movement from delivering to sustaining and growing and some aspects of excelling.

Initiatives

clear, consistent and evidence-based approach to teaching and learning in reading and numeracy.

Strategic Direction 2: Excellence in Teaching and Learning

Purpose

We will ensure that all learners are challenged and engaged within a high expectations environment by designing and delivering a quality student centred curriculum with a strong focus on student wellbeing. Consistent practices for curriculum development and implementation will result in responsive teaching that meets the learning needs of all students. There will be a planned approach to support personalised learning and wellbeing so that students can connect, succeed, thrive and achieve their very best.

Improvement measures

Target year: 2022

An uplift of 6.81 % is evident in our attendance data to achieve our lower bound target.

Target year: 2022

An uplift of 14.61 % is evident in our wellbeing data to achieve our lower bound target.

Target year: 2023

Increase in percentage of students in the top two bands in wellbeing data to be between the school's lower bound and upper bound system negotiated target.

Target year: 2023

Increase in percentage of students in the top two bands in attendance data to be between the school's lower bound and upper bound system negotiated target.

Target year: 2024

SEF elements: Wellbeing and Curriculum show evidence of movement from delivering to sustaining and growing and some aspects of excelling.

Initiatives

Connect, Succeed, Thrive

Quality teaching, learning and wellbeing processes and practices will enable students to connect, succeed and thrive. This will be achieved by:

- Developing the skills and expertise teachers need to support the wellbeing of all, by embedding a whole school planned approach to wellbeing using evidenced-based strategies that are trauma informed, strengths based, preventative and focus on early intervention.
- Developing, documenting and embedding a school wide explicit framework that provides a clear and evidenced based approach to the implementation of the current and new curriculum to support high levels of student engagement. This includes alignment of curriculum and syllabus expectations to assessment tasks and methods, rubrics and monitoring systems.
- Build attendance processes and expectations.

Success criteria for this strategic direction

There is a whole school approach to wellbeing and engagement with consistent processes across the school. Measurable improvements in wellbeing and engagement are evident.

Expectations of behaviour are co-developed with students and staff resulting in positive, respectful relationships and ensuring optimum conditions for student learning across the school.

Attendance data is regularly and accurately recorded and used to inform planning. Teachers, parents and community work together to support regular attendance.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill. There is evidence of feedback on teaching practices, consistent and reliable student assessment and continuous monitoring and tracking of student progress.

Curriculum delivery shows evidence of differentiation, including adjustments to increase challenge or support learning. Teachers involve students and parents in planning to support learning and share expected outcomes.

Teaching and learning programs show evidence of accommodations, adjustments, ILPs, Behaviour Plans to support student learning.

Evaluation plan for this strategic direction

The school will use the following evaluative processes to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. There will be regular review of data sources below to monitor progress towards improvement measures. The findings and analysis will inform implications for future work.

Data

- SCOUT attendance and Wellbeing data

Strategic Direction 2: Excellence in Teaching and Learning

Evaluation plan for this strategic direction

- Tell Them From Me Surveys in particular belonging (parents, students)
- SENTRAL wellbeing data
- Teacher and student surveys
- Teaching and learning programs show evidence of adjustments and use of school scope and sequences.
- Student voice and feedback in ILPs . Percentages of students meeting learning goals in ILPs Tell Them From Me (TTFM) data.

Strategic Direction 3: Excellence in Leadership

Purpose

Strong, strategic and effective leadership enables a self-sustaining and self-improving school community to support the highest level of learning. This will be achieved by ensuring the development of school-wide systems and processes that supports a culture of teachers as leaders and a cycle of continuous whole school, teacher and leader improvement.

Improvement measures

Target year: 2024

Increase the number of teachers seeking higher levels of accreditation to be above the 2021 baseline.

Target year: 2024

SEF elements: Learning and Development, Professional Standards and Educational Leadership show evidence of movement from delivering to sustaining and growing and some aspects of excelling.

Initiatives

Leadership at all Levels

Distributed leadership, collaborative structures and consistent processes will enable teachers, leaders and non-teaching staff to build a sustainable high expectations culture. This will be achieved by:

Teacher and Leadership development

- Developing a culture of collective and individual leadership capacity through formal and informal leadership development programs so all staff can lead and manage projects aligned to the strategic directions of the school improvement plan.
 - The development of explicit systems and structures that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
 - Developing a culture of collective and individual leadership capacity for students through formal and informal leadership development programs to include student voice in aspects of school decision making.
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Success criteria for this strategic direction

The leadership team maintains a focus of distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The school uses explicit systems to facilitate effective dialogue, collaboration and classroom observation to ensure the ongoing development and improvement of all teachers.

Teachers demonstrate enhanced capacity to lead professional learning and share best practice with others in the school.

Evaluation plan for this strategic direction

The school will use the following evaluative processes to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. There will be regular review of data sources below to monitor progress towards improvement measures. The findings and analysis will inform implications for future work.

Data

- Tell them from me Survey (teachers - leadership component)
- Review of School Excellence Framework.
- Teacher focus groups and surveys.
- Collaboration time - agendas and meeting minutes.
- PDP meetings
- SRC meeting meetings and actions.